THE
UNDERGRADUATE.

VOL. III. MIDDLEBURY, VT., NOVEMBER, 1877. NO. 2.

Middlebury College,

FOUNDED IN 1800.

THE COLLEGE is finely located in the midst of a beautiful park in the village of Middlebury, Vermont. The locality is healthful, and the College offers the advantage of thorough instruction at a moderate cost.

The requirements for admission and course of instruction are as follows:

REQUIREMENTS FOR ADMISSION.

LATIN.—Latin Grammar, including the Rules of Prosody and Scanning; Cæsar's Commentaries, four books, or Sallust's Conspiracy of Catilina; Cicero, six orations, including the four against Catiling; Virgil, the Bucolics, and six books of the Æneid; Arnold's Latin Prose Composition, to the VIIth Chapter.

GREEK.—Greek Grammar; Xenophon's Anabasis, three books; Homer's Iliad, two books.

Ancient and Modern Geography.

Arithmetic; Algebra through Equations of the Second Degree, and three books of Loomis' Geometry.

Real equivalents will be accepted in place of any of the Latin or Greek authors named above.

COURSE OF INSTRUCTION.

FRESHMAN CLASS.—Latin Grammar (Harkness), Livy (Lincoln's Selections), Cicero De Senectute and De Amicitia (Chase & Stuart), Horace's Odes and Epodes (Macleane), Homer's Odyssey (Merry), Herodotus and Thucydides (Mather), Xenophon's Memorabilia (Robbins), Latin Prose Composition (Arnold), Greek Prose Composition (Jones), Classical History and Antiquity, Etymology and Syntax of the Greek Verb (Hadley and Goodwin), Algebra (Davies' Bourdon), Geometry (Loomis).

SOPHOMORE CLASS.—Horace's Epistle and Satires (Macleane), Cicero, De Officiis or Tusculan Disputations (Chase), Tacitus, Histories or Germania and Agricola (Tyler), Sophocles, Lysias, Aristophanes, Exercises in writing Latin and Greek, German (Whitney's Grammar and Reader), Analytical Geometry (Loomis), Trigonometry, Plane and Spherical, Mensuration, Surveying, with practice in the field, Navigation (Loomis), Calculus (Loomis), Trench's Study of Words and English Past and Present, Rhetoric (Hart), Physiology (Dalton).

JUNIOR CLASS.—Quintilian (Frieze), Select Plays of Terence (Davies), or Satires of Juvenal (Escott), German (Whitney's Grammar and Reader), Natural Philosophy (Snell's Olmstead), Astronomy (Loomis), Chemistry (Elliot and Storer), Botany (Gray), Rhetoric (Whately), Logic (Jevons), Evidences of Christianity (Paley).

SENIOR CLASS.—Political Economy (Perry), International Law (Woolsey), History of Civilization (Guizot), Butler's Analogy, Fine Art (Torrey), Natural Theology (Paley), Intellectual Philosophy (Porter), Moral Science (Alexander, Peabody), History of Grecian Philosophy, Geology (Dana), Zoology (Tenney), English Literature (Taine), Forensic Discussions, Review of the Studies of the Year.

GENERAL INFORMATION.

Instruction is given chiefly in connection with text books, but in each department lectures are given by members of the Faculty, supplementing the text book and giving in concise form the latest investigations.

The Cabinet and Museum contains a large number of specimens, and is designed especially for the use of the classes in Natural History. The specimens are all placed under their respective classes and are conspicuously labeled.

The College Library contains over 12,000 volumes, and a permanent fund has been recently established for its enlargement.

There are also valuable libraries belonging to the Philomathesian and Philadelphian Societies.

A College Reading Room, free to all, has all the more important English and American periodical literature on file.

The instruction aims to be practical as well as theoretical, and for this reason, in Surveying and the use of the Transit, field practice is given.

A well-appointed Laboratory, with a separate desk for each student, furnishes unusual facilities for the study of Chemistry.

In Botany and Geology numerous expeditions into the surrounding country are organized. In Botany, each student is required to prepare a herbarium containing at least seventy-five specimens, and a prize is offered for the largest and best collection.

There are also numerous prizes offered for excellence in the different departments. These, in connection with the liberal aid by scholarships furnished to those whose circumstances require it, render the tuition of many practically free, and no young man of energy need be deterred by financial considerations from entering the College.

CALENDAR.

1877. Sept. 6.—Fall Term began, Thursday.
Dec. 18.—Fall Term ends, Tuesday.
Winter vacation of three weeks.
1878. Jan. 10.—Winter Term begins, Thursday.
Mar. 26.—Junior Exhibition, Tuesday evening.
Mar. 26—Winter Term ends, Tuesday.
Spring vacation of two weeks.
Apr. 11.—Spring Term begins, Thursday.
June 25.—Annual Examination begins, Tuesday.
June 30.—Baccalaureate Sermon and Anniversary of Phila delphian Society, Sunday.
July 1.—Examination of candidates for admission, Monday.
July 2.—Anniversary of the Associated Alumni.
July 3.—Commencement, Wednesday.
Summer vacation of ten weeks.
Sept. 12—Fall Term begins, Thursday.

For Catalogue and any information, address the President,

C. B. HULBERT,
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JAMES E. NEGUS,

MERCHANT TAILOR

MIDDLEBURY, VT.

The Undergraduate.

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Q. HORATII FLACCI.

CARMEN IV, LIBER I.

Beneath the pleasing gaze of Spring
Stern Winter melts away,
As balmy western breezes blow
And warmer grows the day.
The sailors haul their thirsty ships
Down to the briny sea,
To sail far o'er the ocean wide,
So desolate and free.
The bleating of the flock is heard,
So eager now to roam
'Mid budding trees and pastures green,
And leave their winter home.
Reclining by the fireside
The farmer weary grows,
When white frost leaves the meadows bare
And warm Spring melts the snows.
The fair Cytherean goddess now
The charming Graces calls,
And 'neath the full light of the moon
Leads up the choral balls.
Now clasping hands with lovely nymphs,
The grassy earth they beat,
By keeping time to tinkling tunes
With strokes of rapid feet,
While glowing Vulcan lights the forge
Within the mountain's breast.
Encircle now the shining hair
(For this time is the best)
With myrtle wreaths, or flowers fresh,
Freed from the Winter's vice.
And in the shade of spreading groves,
To Faunus sacrifice.
Pale Death's impartial footsteps come
Wheree'er his cold gaze falls,
Within the peasant's humble cot,
Or noble's brilliant halls.
O happy Sextius! life's short space
Forbids us to renew
Day after day continued hopes,
Now hovering over you.
The night of death sinks slowly down;
The fabled Manes come;
Soon Pluto's shadowy dark abode
Will be thine only home.

D.

THE NEW GRAMMAR.

We have just had the pleasure of examining "Higher Lessons in English," by Professors Reed and Kellogg, of the Brooklyn Polytechnic. For the benefit of the many readers of THE UNDERGRADUATE who are teachers, we propose to present briefly and candidly what seem to us the more important features of the work.

What principally attracts our notice is that it is not a book of theories, but a manual of art. The authors seem to have had definitely before their minds from first to last a specific purpose—to teach and train pupils of from twelve to fifteen years of age to a thorough mastery of the English language, in writing or speaking. It comprises instruction in the rudiments of rhetoric as well as in grammar. All teachers know how desirable it is, that advanced pupils should have an easy command of good idiomatic English. Many are awkward in speech, crippled in their preparation of themes, because they have no facility in expressing their thoughts in dignified, well-built sentences. This facility seldom comes except from careful practice and training; and a text-book which is well adapted to this end deserves and will receive a cordial welcome.

We still hold to the doctrine of the old text-books that "grammar is both a science and an art." But it ought not to be treated as a science and an art in the same book. The *science* of grammar, with its logical subtleties and intricate complications, should be addressed only to mature scholars. Let it be set forth in three volumes, octavo, like Maetzner's English Grammar in German, and illustrated by the researches of a life-time. But a grammar for young pupils should always be a manual of art; that is, have for its chief object to beget a facile and intelligent use of language in the expression of thought. This is the avowed purpose of the book before us. We are told on the title page that it is a work "in which the science of the language is made tributary to the art of expression."

But besides having this practical aim, the book

is the result of an extended experience. A science may perhaps be best elaborated in the solitude of the study; it requires erudition, careful thought, years of patient labor. But far more valuable than all this to the teacher of an art is the tact, and method, and power of adaptation, which come only from practical experience in the work of teaching. We see evidences all through the book that the authors possess these qualifications. We see it in the skill with which the lessons are graded, in the simple and ingenious diagrams, in the well-timed review lessons scattered through the volume, and in the clear and exact definitions.

We cannot praise too highly the selection of sentences for analysis. They are not the hackneyed illustrations which often appear in our grammars, one after another. Nor are they expressions of some trivial thought devised on the spur of the moment, as in Prof. Whitney's recent book. But they are gems of thought or statements of important facts culled from the best modern sources. The book is an interesting one to pick up, and read simply the illustrative sentences. Many of them deserve to become popular maxims. They are the wittiest or weightiest sayings of modern science and literature.

There are many details that deserve comment, but we have time to refer only to the admirable rule for the use of *shall* and *will*. This hitherto puzzling and complicated matter is solved in a trice: "Use *will* and *would* whenever the subject names the one whose will controls the action;" otherwise use *shall* and *should*.

Some minor points we could wish to see changed. We doubt the propriety or advantage of designating "the person" of nouns in parsing; or even of stating always their "gender." We are puzzled to be told that "gender as a matter of *orthography* is of some importance;" we presume that what is meant is, that for a *proper choice* of words we need to know the relatively few nouns that connote sex; but this has little to do with correct spelling. Furthermore, we wish the last few chapters on composition had been greatly expanded; at present, though full of valuable hints, they are too condensed for practical effect.

But we do not wish to appear captious. These faults are indeed trivial compared with the substantial excellences of the work. It may be slow in working its way into our schools on account of the great aversion at present everywhere felt to a change of text-books. But we expect it will ultimately receive the recognition it merits, and come into general use.

BRUTUS.

The character of Brutus, as delineated in the great historical play of Shakespeare, is one of the finest creations of the poet's fancy. I say fancy, because this conception of Brutus has no existence save in his own imagination. The Brutus of history is not the Brutus of the drama.

In that splendid series of plays illustrating the history of England, the great dramatist has followed with wonderful accuracy the historic account of the characters which he portrays. But when he enters upon Roman soil he departs from this and adopts a new method. As his conception of Julius Cæsar is but a caricature of him who has been pronounced "the noblest man that ever lived in the tide of times," so his representation of Brutus bears little resemblance to the real man. It is perhaps presumptuous in the superficial student of Shakespeare to disagree with the eminent critic who, in his comparison of the two characters, asserts that they perfectly coincide and agree with each other. Yet for my own part I am unable to detect the resemblance between that ungrateful and contemptible creature who basely assassinates his benefactor, and whose only redeeming quality among all his vices is the love of learning, and the high-minded, philosophic Brutus whom we so much love and admire in Shakespeare. The poet, following with considerable accuracy the account of Plutarch concerning this event, has nevertheless omitted certain important incidents which would reflect great discredit upon the character of Brutus.

But in contemplating Shakespeare's portrait of

the great defender of Roman liberty, we must lay aside the historical representation, and especially that of the modern historian, which differs essentially from Plutarch. How would our judgment of the disinterested patriotism, the intense love of liberty, which marks the Brutus of the drama, be transformed when we observed the whole tenor of his past life and especially his relations to Cæsar, of which we have only the slightest intimation in the tragedy. What do we think of his justice, as expressed in the fourth act, in his condemnation of Cassius, when we discover that he is guilty of the same injustice which he so harshly rebukes in his colleague: for the Brutus of history was characterized more by the love of money than by the love of philosophy. But no, let us turn from the pages of history and study this tragedy as we would consider King Lear, or Macbeth, or any other of the poet's semi-historical, half-legendary plays; for in no other way can we arrive with unbiased minds at a true conception of what was intended by the great dramatist in those sublime characterizations which have rendered this play one of the noblest compositions of his pen.

The character of Brutus, as painted by the master hand of Shakespeare, is deserving of careful study. We behold a student deeply versed in all the treasures of the old Greek philosophy, but living in an ideal world of his own. Having little knowledge of the men by whom he was surrounded, not understanding the course of events which were then transpiring, he was little fitted to cope with the practical age in which his lot had been cast. In his imagination he dwelt amid the glories of Plato's republic, and seemed unconscious of the fact that in reality he was still living in the last days of the degenerate Roman commonwealth. He knows not that the love of liberty which burned in the hearts of his ancestors has departed, never again to return to the Roman mind. The voice of Rome had already decreed the empire, and Cæsar's government, if not the empire itself, was the prelude to it. All the conspirators had joined in the decree, and Brutus stands alone among the crowd of ambitious men, he only is uninfluenced by the evil motives which actuate his companions. Nothing but the pure love of freedom sways his mind and leaves its impress upon his heart. But, poor, fond fool, he judges all by himself; and the student of books knows not that he is the last of the Romans, but fondly imagines all mankind to be as pure-minded as himself.

The fatal deed is done, and as Brutus continues on in his course, though he still shows his ignorance of all practical matters which pertain to life, yet in every word he utters he displays the pure and disinterested principles by which his actions are governed. We find him everywhere dignified, serious, high-minded and justice itself personified. From the day when the crafty Cassius first instilled the fatal poison into his mind, even to the time when he dies at Philippi, his life is thoroughly consistent with all the principles which he has maintained.

Finally, we may say that he was alike pure and unspotted in private as in public life, brave yet gentle, and lastly, in the words of Antony, "This was the noblest Roman of them all."

A.

ONE USE OF BIOGRAPHY.

The efficacy of biography in directing us to a correct estimate of literature is very great. Of course, we flatter ourselves that we have fathomed the meaning and worth of many productions, though almost totally ignorant of the life and character of the author. But is it too much to suppose that if we had this additional knowledge, a new flood of light would break in upon many pages that have either seemed meaningless or else have been incorrectly interpreted? Is it too much to assume that many a page holds a secret which can only be unraveled by the life of which it was a part? No, it is not too great an assumption. We have often found it true, we have often found that after we know more of the life, we know more of the fruits of that life. The page that is meaningless to some gleams with the inspiration of genius to one who knows the life

of the writer and the circumstances which gave his words birth.

In the dim light we sit before the stage, and spirits from another world come forth to greet us; but in the full light, upon the stage, spirits are *men*. So in the dim light that we can gather from the written page, there is much that we cannot fathom; but in the full light which the history of a life sheds upon that page, we see a beauty and merit that had wholly escaped us. It is the early training, the circumstances that cluster around the first score of years, the trials manfully met, all this and much more, that has a direct influence upon afterwork, upon literature. And it is only by a knowledge of these early influences that we can ever know the full power and glory of what they have moulded and fashioned. In the apple we see the tree, but it is because we have previously seen the tree and traced its successive changes. We must catch the spirit of the author's life, we must think as he thought, feel as he felt, if we would understand his work.

In judging an author very little will lead us astray; a sentence carelessly written will often give us a wrong impression of the whole work. In one we fancy that we see an atheistic tendency, and lo, everything confirms us in this belief. We twist another until we make it mean something immoral, and then almost miraculously the pages seem to have changed and we find overwhelming proofs that the author was totally depraved. How innumerable the verbal conflicts that have arisen over such mistakes as these. It is only when we compare their pages with the life that we can solve these mysteries. And then, as we trace the workings of a noble life, atheism, immorality and the like vanish, and the page is as fresh and pure as when it left the author's hand. How different the estimates of "Jane Eyre," when known only as the work of the unknown Currer Bell, from what we think of it today, illumined as it is by the life of the author. That life is in keeping with the book; the bold and noble words of the one have a perfect counterpart in the heroic fortitude of the other.

Take the poems of Shelley, read them, dream over them if you like, but can you understand them? Can you gain any adequate conception of the poet? Perhaps you estimate him thus: either a lunatic or a striking example of total depravity. Take the story—for it is a story—of his life and learn the circumstances in which he labored and the thoughts that kindled his whole being, and then you will read his poems with far more pleasure; neither will they be inconsistent with the nobleness of the poet's character.

But the benefits to be derived from biography must depend largely on the manner in which the biographer has done his work. Here, as elsewhere, faults are not wanting. Some, like Parton, have made idols of their heroes, and have distorted their whole work by excessive praise. Under such a pen the traitor becomes a patriot and the common man almost an angel. Such a writer is color-blind, and everything assumes a peculiar hue. Every event, every choice, every word, regardless of truth, must be made to do honor to the hero. Not one unjust act, not one wrong opinion is ever recorded to mar the symmetry of the life. In such a work we know not what to credit; we cannot tell what belongs to the hero and what to the writer. But others have told the truth, have told the simple story of a life, leaving it to win its way in the world by whatever charms it may possess. Such is the true biography, and from such only can we obtain a just estimate of a life.

OUR COLLEGES AND FITTING SCHOOLS.

The discussion of the relations of the "fitting school" to the colleges of our state is one of interest and importance. Our seminaries and academies and high schools have certain conditions of success. Situated in important centres, they rely on the adjoining region for students. At times the whole state, or different portions of it, seem to be in a drowsy lethargy. There are few or no young men and women who aspire to a liberal education, and the common district or

private school seems to answer all their demands. At another time the sentiment is completely reversed. All who can afford it set out for the higher academies and schools, and fill them to overflowing.

The success of our schools, then, depends upon the popular sentiment. The question therefore is, How is that sentiment created? What instrument is it that wakes up the dormant energies of the young people of our state and gives them a craving for a good substantial education? Without a doubt it is our colleges that create and inspire this sentiment, and, too, those colleges of our own state and not those at a distance.

It is only through the press and other indirect influences that we hear of Yale and Harvard and the hundreds of other colleges scattered through the country. But the people of the state are in direct communication with their own colleges. They breathe in the very spirit of education as year by year they gather to our several commencements; their interest is awakened from the fact that these colleges were endowed from their pockets and are sustained by their benevolence. The presidents and professors in their labors, lecturing through the state, supplying our villages with important and free additions to their lecture courses, often the examining committees of the lower schools, and the leaders in all educational conventions—these are the instruments by which this educated public sentiment is inspired. Our colleges are the lights that set on fire the torches of universal interest in the culture of the mind.

So we see that the college is really the protector of our higher schools. To her must they look for support, and it is for their interest, their life, that the college should be in successful running order. By crippling the college the interest in education is stunted, and the greatest sufferer of all is the "fitting school."

The success of the college depends very materially upon help from these "fitting schools." If the college awakens this spirit of ambition in the youth of the state and sends them on to the school, is it but just that the school should return them to the college? By these means the college is successful, the "fitting school" is successful, and a higher and broader idea of education is diffused through the state.

On looking over records we find that there are some three hundred Vermont boys in college. Of these, less than one hundred and fifty patronize the colleges in their own state. By these statements we see how greatly the state is suffering. To discuss the question—why the boys do this—is not essential to the present purpose.

We see, from what has been said, the true relation of our "fitting schools" to our colleges. It is for their own good that they send their students to home colleges. They should come out and take a little more active part in the question of colleges. While they can not dictate, they can throw every influence about their students that may induce them to patronize home colleges.

The question of denomination ought not to interfere at all in this matter. The Methodist and Baptist schools are all reaping harvests sown by our own colleges. The presidents of our colleges can do them great good; but if they persist in sending their boys out of the state it will cool the ardor of those who are now their best friends.

H. W. H.

HISTORY IN THE CURRICULUM.

In a broad and comprehensive sense nearly all, if not the whole, of knowledge is made up of history. When we read the works of Euripides, Lysias, Cicero or Horace, we may consider them branches of history. Mathematics and the sciences involve history. But reference is here made to what is known as history proper. On account of the great value of an acquaintance with history, especially to professional men, more attention ought to be paid to the study of it than is usually paid. Many of our colleges have regular chairs of history, and the students take systematic courses in it the same as in the languages and sciences. Unfortunately, Middlebury College has no such chair and offers no such ad-

vantages to students. To be sure some history is incidentally brought in during the course in connection with the various studies, and considerable pains is taken by the different Professors to bring out historical points in reference to the studies, and, too, we have short courses in the history of the English language and literature; but a general acquaintance with history, whether Roman, Greek or English, the student must acquire, if he acquire it at all, by assiduous labor outside of the regular and rigid course of study. The result is that only a small portion of the students, and these usually those who make it a specialty at the expense of portions of the prescribed curriculum, get any considerable knowledge of history. Students are urged by the Professors to read history; but in order to do it they must either encroach on the time for preparing for the regular exercises, or the time in which they should be exercising or sleeping.

In view of the need of history, it seems to us that an urgent necessity in our college, and perhaps as urgent a necessity as the college has at present, is a chair of history. But it is easier to find fault and enumerate needs than to adjust matters and arrange them as they should be.

The addition of a chair of history to our college would necessitate a decrease of the time spent in some other branches. Would not this on the whole be an advantage? The object of a college course is not to perfect students in any given direction, for the course is too short for that; but it is to give them a taste of the higher branches of knowledge and a taste for them. In our judgment it is not best to spend almost two years and a half of the four years in studying Latin. We admit that it is a good thing to read many Latin authors, for in this way, and in this way only, we can get a thorough acquaintance with the Latin literature; but this is not the goal that we are expected to reach in college. This goal ought to be striven for, but the main object is to get a knowledge of the structure of the language, to be able to read it with tolerable ease and accuracy. Even if the object were an extensive acquaintance with the literature, it is thwarted by the fragmentary way in which Latin authors are studied. Practically, our knowledge of Latin would be as good if we read only a few authors in the way in which we read Cicero and Horace in the first part of the course, and omit dabbling with such authors as we do not have time to read to any beneficial extent.

The importance of the Latin language is not so much greater than that of the Greek as to require nearly double the amount of time to be spent on it in the fitting school and in college that is spent on Greek. Greek is studied a little more than a year and a half here, and that is considered as much time as ought to be devoted to it, while Latin is retained nearly a year longer. In our judgment the time devoted to Latin ought to be diminished one-third, and that time devoted to a systematic study of history.

This is one and the principal direction in which we would suggest a change in our curriculum. The time devoted to mathematics might, we think, be advantageously diminished, and the time devoted to natural history ought to be diminished, rather than to exclude entirely the study of the annals of Greece, Rome and England, with which we are so intimately connected in our civilization and language; nor should we omit that of our own country.

If the study of history could be substituted for one-third of the Latin in our course, and for enough of some other branches to make in all at least a year, Middlebury College would send out her graduates much better fitted for the duties of life than they are at present. P.

Beware of dissipating your powers; strive constantly to concentrate them. Genius thinks it can do whatever it sees others doing, but it is sure to repent of every ill-judged outlay.—*Goethe.*

The soul of a great orator is like an æolian harp, not inert, but quivering with intelligence and sensitiveness, vibrating with every breeze that blows about it.—*Pere Hyacinthe.*

The Undergraduate.

Published Monthly During the College Year.

MIDDLEBURY, VERMONT, NOVEMBER, 1877.

EDITORS:

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Address all communications to THE UNDERGRADUATE, Middlebury, Vermont. No anonymous communications will be noticed.

EDITORIAL.

IT is an error to suppose that the last issue of THE UNDERGRADUATE was a month behind time, and to suppose, also, that there should have been a September number. Beginning with October, the nine numbers will be published each consecutive month of the college year, closing with June; and hereafter we shall endeavor to have them issued promptly by the fifteenth. The slight delay of the last number was due partly to inexperience, partly to an absence of the managing editor, and partly to the dilatoriness of the printer. The last named gentleman was responsible, also, for the marring of the poem on the first page of the number, by making "lids" read "lips," and for various other typographical errors, from the frequency of which one would think that the 'prentice read the proof, instead of the regular reader.

THE indications of a change in the curriculum by introducing French, bespeak only of progress. Though we must acknowledge that thus far they are quite similar to the distant rumblings that foretell the refreshing shower, yet we are confident that they will not disappoint us. We may have to wait longer than we wish, yet it cannot be long. The change is so desirable, so perfectly in keeping with the wants of all American students, that it will necessarily be made. We should not favor this change if we thought it would do nothing more than add a new branch to an already overcrowded curriculum. But if it is admitted, it must necessarily exclude partly or wholly some other branch. That which is excluded is pretty sure to be something of very little advantage to the student. Though our course of study is perhaps as perfect as at any other college of similar size, yet few will deny that it includes some features that might be removed without any loss on the student's part.

A custom that has been held sacred for half a century or more, is of course surrendered with reluctance. But the interest of the student is seldom disregarded, and we cannot think that it will be in this case. Little proof will be necessary to convince all students that it is for their interest to devote some time at least to this charming language. Even a slight knowledge we think desirable. To be able to pronounce correctly, and to have a scanty vocabulary, is a great aid to the student. And with such a foundation as this, it is quite easy for one to build as his future needs may require. So strong is the French element in our language, and so common the use of French words by the cultured, that it is only a hindrance and clog to the scholar to be wholly ignorant of the language. The comparative advantages to be derived from a study of Latin and French are often discussed, but usually estimated very differently by different persons. All, who are capable of judging, will acknowledge that each has some advantages over the other, and that both are aids to any one. Would it not be desirable, then, to give at least half a year from the six now devoted to Latin for the study of French? And we cannot believe that the Latin course would be materially injured by such a change. After spending four or five years in uninterrupted study of a language, one is apt to weary of everything connected with it, and

is in consequence often led to resort to any means that will afford relief. The means used are sometimes quite objectionable and more injurious than would be the substitution of some other language that would at once call forth strong, earnest work. But if admission is denied at this point, other doors will open and the stranger will be joyfully welcomed.

The members of the present Senior class are each required to write a dissertation upon some specific theme connected with their study of Psychology, and to put the same in the hands of the senior Professor, at the close of the term, as a part of its regular work. So far as we know, this is the first requirement of the kind ever insisted on at Middlebury, and in fact, the only essay-writing on philosophical subjects which has ever been done here, except in competition for the philosophical prize. This competition has always been voluntary, never very general, and accordingly of no service to many of the Seniors, as impelling them to even one attempt at this kind of writing. Now, however, these required essays insure to each student a certain amount of discipline in this direction which, it would seem to us, is exceedingly desirable, not only in itself considered, but as an aid to investigation in psychological truth, and a means of awakening an interest therein. They will also serve as a preparation for the competition at the close of the year, making it much more general and thorough. In fact, they are an innovation that ought to have been welcomed long ago, and extended by this time to other departments.

That a man should love the college that educated him, or that a student, still under its immediate care, should be zealous for the honor of his institution, is not only natural but essential: essential both to the highest success of the institution and the truest character of the individual. A college which fails to receive such homage is not in the fullest sense successful, and the man who fails to render it is not in the fullest sense a true one. In the one case there can be but a partial success, in the other but a gross ingratitude. There may be two grounds for the devotion to one's *Alma Mater*, but the truest one is the sense of personal obligation—an obligation which neither time, nor separation, nor apparent decline can relieve, and which is free from all consideration of numbers, wealth or fame. If an alumnus fails to appreciate this obligation, or a student disregards it, he is neither worthy of his fostering, nor of a reputation for thorough quality. He is not alone ungrateful, he is more: he is disloyal, and worthy of disloyalty's reproach. On the contrary, if he has this sense of obligation, it will grow to a sentiment of devotion—a devotion which will amount to loyalty; a virtue as essential to the welfare of a college, whether Yale or Middlebury, as to the efficacy of a religion, the strength of a government, or the success of a warfare. Indeed, the college which succeeds without it will compare in point of rarity with the perfect union of wit and judgment.

And now as to the little dissension here, between the members of the Faculty and the Freshmen. The true facts of the case, from the offense to the punishment, have been much befogged in the various statements and versions of the press. Really, nothing very serious was done—nothing very serious was suffered in return; that is, nothing very serious to the welfare of the college. And if the press, or if rumor generally, promulgates this sentiment of their own creation, that in its turn is nothing serious, and will have its day. A few Freshmen, eager for distinction and superabounding in strictly animal life, enter the chapel, lay hold on books, chairs, etc., lock them securely in the patent room, and barricade the chapel door. Next, to gratify their resentment against a worthy professor, a resentment which was infantile alike in its conception, origin and execution, these young mobocrats proceed to suspend and placard what was intended as an effigy. Little was said of the matter directly, until one of the guilty seven, convinced when too late of the exceeding barrenness

of the frolic, and being also smitten with a sense of the impropriety of the effigy, proceeds in some way to inveigle two of his confreres into making a humble confession, a procedure which is finally concluded on by the rest of the mystic seven; and the sentence is a fine of ten dollars per capita—that is all. So far as can be known this was the extent of the offense, and this the infliction of the Faculty. As to competition for prizes, and the benefit of scholarships, these were sacrificed by a breach of the injunctions in the legacies—they were sacrificed by a "misdemeanor." No one knows for how long, probably only until the offenders again are quiet, and conduct themselves as gentlemen of standing. But why do the students think the penalty severe? Because of the confession, ingenuous and voluntary, the genuine contrition and the promise of reform. The inevitable consequences are severe enough, they think, and in lieu of farther penalty, confession should be taken. This no doubt will be the final action, the college sky will clear again, and concord reign once more.

There really was no great offense except the offense of the effigy, an offense whose criminality thoughtlessness may palliate, and confession in part atone for. Nothing occurred but a too representative case of college discipline, which slightly clouds the horoscope of to-day, to disappear before the brightness of to-morrow. There will be no desertions from college because of it; an interval of quiet will be its only sequence, and a wider experience its glorious fruition.

Comparatively little fault can be found with the management of our reading room this term, but much might be said of the conduct of certain students there; however, it carries its own moral with it and should be treated only as matter requiring discipline. But why must the chairs be broken in pieces, the papers displaced and periodicals removed from the room? We suppose that no one can answer why, but only that they are. We suppose, also, that this will continue to be done until some active measures are taken, and there seems to be one very effectual remedy, which several colleges that have suffered from the same cause have tried and approved. That is, to put matting on the floor, pictures on the walls, make the place as cheery and attractive as possible, and then, if any one is known to be guilty of such offenses, consider it a binding duty to report him. If such a course were taken here at Middlebury, we believe the reporting would be unnecessary. If so, 'twere greatly to be desired.

The Faculty granted the students the afternoon of Tuesday, the opening-day of the Smith Champlin case, and a majority of them attended. "His honor" was a graduate of the college, as was also a prominent member of the prosecuting counsel, the case was an unusual one, the attorneys on both sides the ablest in the state, and those who did attend were accordingly well repaid. A case of arsenic poisoning like this one is not often met with, and it might be especially an advantage for the legally inclined to be present at its trial, involving the testimony of experts like Prof. Collier. In fact, those of the students who are looking toward the law as a profession are fortunate in having the opportunity of attending two terms of court in the college year, if they choose, and that, too, a court where so many able lawyers are present as there are wont to be at Middlebury.

A petition was presented to the faculty, requesting the extension of the Thanksgiving intermission to the following Monday, but the request was not granted, and we are to have another broken interval of bad dreams, poor recitations, numerous absences, making up, etc., etc. Instead of giving up the one recitation of the Seniors, and the three or four of the other classmen—recitations which are reviews at that, and might be recovered easily by extended lessons—we shall endeavor to do two things at once, and fail utterly in attempting to reconcile the effects of a Thanksgiving dinner and a Thanksgiving holiday with an active disposition and a clear brain for the remainder of the week.

TOWN AND CAMPUS.

Is Tom to be married?

Three more weeks this term.

UNDERGRADUATE for sale at Alden's.

The Juniors are to have a class supper.

He must take his *rests* in jail for a time.

The new choir at the Congo is quite an improvement.

One of the Juniors is to teach in West Rutland this winter.

The Seniors are to have one of their examinations next week.

The scribe down street seems to delight in stealing college items.

The former editor of Town and Campus was in town last week.

Why didn't the Sophs *put in* an appearance at Trig. the other day?

Prof. Means is to spend Thanksgiving with his relatives in Philadelphia.

The trial of Dea. Smith came off last week. He thinks he made a bad choice.

Two of the Freshmen have left college. One goes to college and one to teaching.

It is rumored that the Choral Society is to give a concert in a few weeks.

He did not like it because they sang the second stanza of "Hold the Fort."

The new rector of the Episcopal church is quite popular among the students.

"He draweth out the staple of his verbosity finer than the staple of his argument."

Quite a crowd assembled the other day to see Thad's new dog. It is a beauty.

Thanksgiving comes on Thursday this year. Papers who copy will give due credit.

The report that Prof. Phelps is to lecture to the Seniors is without a good foundation.

That was a bad "grind" on the Senior who could not repair the harness of the fair driver.

The new dollar store is getting to be quite a hanging-out place for the students. Fair attractions.

Who takes the papers from the reading room? This is one of the worst things a student can do.

The "Chip" last week was a success. It seemed good to see the jovial face of the former manager again.

Bolts are all the go now-a-days. Each of the three upper classes have had one. It will be your turn next, Freshies.

A Junior wishes to know if the ether which is supposed to fill all space is the same as the common anesthetic.

Prof. E. H. Higley lectured before the Franklin County Teachers' Association, on the twenty-third of this month.

It is rumored that the Sophs intend to put the new well-curb on the chapel dome. However, we hope they won't *confess*.

Quite a number of students attended the school sociable, Friday evening. There is to be a vacation of one week at the school.

Freshman (in algebra)—"Professor, it is not quite warm enough here." Prof.—"You may recite and we will make it warm enough."

Some of them sigh, Some of them cry, Some of them say they shared In the horrible act; But this is a fact, They all are terribly scared.

There is to be no Senior exhibit on proper this year. Yet to the Seniors' sorrow there is to be a number present at the reading of their essays.

The *Kaleidoscope* will be out in a fortnight. It is to be the best ever gotten up at Midd. The character cuts of the editors and different classes are good, certainly.

The Seniors are groaning because they must have psychological essays at the end of the term. They agree with the Seniors of Yale and Dartmouth in pronouncing Senior year the hardest of the four.

I. E. Leonard is confined at his home, at Hampton, N. Y., by a fever. As he is chairman of the UNDERGRADUATE financial committee, he is particularly missed. We hope for his speedy recovery and return.

President Hulbert lectured at Manchester, the evening of the twenty-third, and also filled the pulpit of the Congregational church in that place the following Sabbath. Judging from the number of lectures the President is delivering this season, he must be very popular.

A Junior has been conning the dictionary. He propounds the following: "If two diametrical circles with octagonal peripheries should collide with the elective preference of idiosyncracy, what appetency would there exist to produce a deleterious effect upon a crystallyzed codfish suspended by the caudal appendage from the homogeneous rafters of the empyrean?"

PERSONALS.

'15. Rev. David Cloyes died, October 30th, at Wakefield, Mass.

'24. Rev. Frye B. Reed died at Prescott, Michigan, August 24th, 1877. Mr. Reed was in his eighty-fifth year.

'29. Hon. Henry B. Northrup died at Sandy Hill, N. Y., Nov. 14th, after an illness of four days.

'40. The Rev. H. N. Hudson, the well-known Shakesperian scholar, is editing a "Classical English Reader" for publication by Ginn & Heath, Boston. It will contain about two hundred selections from the best writers, in the choice of which Mr. Hudson's rare critical abilities will stand him in good stead.—*N. Y. Tribune.*

'46. Ex.-Gov. Stewart is one of the counsel for the State in the Smith-Champlin case.

'48. Rev. Mr. Farnsworth, missionary to Cesarea, Turkey, is the gentleman who procured for us the slab from Nineveh, which now stands in the library.

'54. Thos. H. McLeod, Esq., of Granville, has been in town several days recently.

'55. Rev. E. P Hooker assisted at the ordination of Rev. F. H. Smith, at Shoreham, Oct. 30th.

'59. Rev. M. L. Severance, of Orwell, was also present and gave the "charge."

'60. A. L. Mann is superintendent of schools in San Francisco, Cal.

'60. Rev. Henry P. Higley, of Beloit, Wis., has been revisiting friends here in the East, Prof. Higley among them.

'62. The counsel in the Smith-Champlin case held the preliminary examination last Tuesday, before Col. L. E. Knapp, justice.

'63. Rev. F. H. Seeley, of Richville Springs, N. Y., preached at Manchester, recently.

'64. Dr. L. H. Hemenway, recently of Manchester, Vt., has taken up residence in St. Paul, Minn., on account of ill-health.

'69. Rev. R. C. Flagg has resigned the pastorate of the church at North Andover, Mass.

'70. The Windsor *Journal* speaks in complimentary terms of M. O. Perkins' management of the high school there.

'71. W. E. Howard assisted State Superintendent Conant at the Addison County Teachers' Institute, in October.

'71. A. B. Hepburn was re-elected for the Assembly from St. Lawrence county, N. Y.

'72. R. M. Bailey, of Middlebury, on the 18th inst., was converted into a "paternal dad" by the advent of a nine and a half pound son.

'73. C. E. Blake, lately principal of the Eastport, Me., high school, has charge of the Brattleboro academy.

'76. Prof. Farwell, of Black River Academy, was recently presented with a fine Webster's Unabridged Dictionary, by "several substantial gentlemen of the town." His fall term of school closed Nov. 9th.

'77. C. B. Warner, of Port Henry, was in town last week.

'77. W. L. Brett is teaching at Brooklyn, Illinois. He entered upon his duties there with the beginning of the present school year.

'78. C. B. Goodrich, formerly a member of '78, is principal of the graded school at West Randolph. He has 200 scholars and three under-teachers. He expects to return to enter the class of '80 next fall.

THE SANCTUM.

The general sentiment of our exchanges is simply echoed when we commend the article on "Physical Exercise," in the *College Argus.*

Editorial and exchange columns, in the *Vassar Miscellany*, are well filled and of genuine interest, but the literary department should be improved.

The *Madisonensis* has a good editorial staff, and the literary article in the last number, on the subject of students voting, is worthy of general perusal.

Our hasty and over-sensitive friends of the *Golden Sheaf* make an honest attempt at sarcasm. Undoubtedly well intended, it is clearly a case of youthful indiscretion.

Why do many of our exchanges publish "selected" articles, both poetry and prose? Such selections detract from the interest of a college journal, and add very little to its general tone.

A translation of "The Passage," from Uhland, in the last *Tufts Collegian*, is very good. We think the *Collegian* would be improved by giving more space to editorials. The proportion of literary and editorial matter in the last issue is too unequal.

The October number of the *Virginia University Magazine* is quite creditable. Some of the articles are exceedingly long, but the longest, entitled the "Land of the Golden Horseshoe," is almost equally interesting. The poetry in this number is exceptionally good for a college magazine, while the letter of Wm. Wirt, "never before published," is worth a year's subscription to the prospective lawyer.

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